

Grade 7 Framework Draft

Feedback & Suggested Revisions/Edits

Observation:

This chapter provides numerous references to specific resources that can be utilized in classroom instruction. For example, references to California EEI Curriculum Units have been noted several times; lines 197-198 on page 198 proffer a resource that teachers can draw upon. Similar resource references are provided throughout the text of the chapter but are not specific as to source of the resource; this leaves the reader asking “Where do I find that?”

Suggestion: Let’s include at the end of this (and maybe every) chapter, a chart with the resources referenced in the chapter, and also where the reader can find that document. Either that, or let’s include one big chart in a “Resources” Appendix.

Resource	Source & Link	Framework Page
Map of Physical Features and natural regions of Europe	California EEI Curriculum Unit “Managing Nature’s Bounty” http://www.californiaeei.org/curriculum/ (Lesson ? 4?)	241
Analysis of Feudal Relations, Influence of Physical Geography on Feudal Administration & Resource Management Lesson	California EEI Curriculum Unit “Managing Nature’s Bounty” http://www.californiaeei.org/curriculum/ (Lessons 2 & 3)	252

History Blueprint info that shows up on page 260 can also be cited on this table. All resources to which this chapter makes reference could go on this chart. Also, for example, the reference on p266 to the Sites of Encounter in the Medieval World Lesson 6: Calicut, the “indian and Southeast Asian Art” Activity – these could help more teachers if we provided a source, reference, or link. Or on p 269, Line 790 – Visual Sourcebook of Chinese Civilization also could go on this chart. Or the Korea Society powerpoint referred to on p.275, lines 877-878. All these references and sources could go on the chart. It would be a wonderful quick reference tool.

P 241 line 198: change the word “has” to “provides”

P 244 Grade Seven Classroom Example

Depending on student reading levels and number of language learners in the classroom, it may be useful for the teacher to first read through the text aloud as students follow along to **listen** for flow and for pronunciation before reading the excerpt themselves.

For the second read, if students are doing the **close read** Mr. Taylor should not be guiding the students through the sentence deconstruction chart. Post-close reading lesson, Mr. Taylor absolutely can do this, but during the close read, **students** are to grapple with, navigate, and analyze (the craft and structure here). Mr. Taylor CAN ask a question that invites the students to identify and “Describe how a text presents information” [CCSS.ELA-LITERACY.RH.6-8.5](#). He can ask “What do you notice about?” which will send the students back to the text to observe and analyze. This is what should happen in the close read process.

Also, completing a source analysis template should not at this point send the students **to teacher notes**. Students are to identify source information **in the text they are close reading**, so as one of the text dependent questions, the students can be asked about the source. This approach sends students back to the text to identify and analyze source. This is part of close reading. Certainly students can write their observation notes on a graphic organizer or “analysis template” but “completing a template” shifts the focus from navigating a complex text to filling out a worksheet of sorts. (Not the goal of a close read.)

On the third read, when Mr. Taylor displays several of the pairs’ annotated text on the elmo, rather than “explaining difficult points” and “answering questions,” he can chart and divide up the student-generated queries, put the students in groups of three, and have student groups choose out loud which query or queries they would like to tackle. Students then work on the student-generated question(s) their group chose, and report back to the class. Overlap of selected questions in varied groups is encouraged as different student groups will offer varied perspectives. But again, as this is a CLOSE READ we should be sending students back to the text to grapple with it. Mr. Taylor needs to take a step back and turn the learning and grappling over to the students and allow them to make sense of the text using their brains. This is part of the critical thinking of close reading and also what facilitates students engaging with text while gaining confidence in navigating complex text. Mr. Taylor can always follow up at the end of the lesson or redirect as necessary (sending students back to the text) if students are off base in their conclusions.

The Classroom Example then states “For the fourth reading, students answer text dependent questions.” WHAT DOES THIS MEAN? Are they filling out a worksheet with questions? (Hopefully NOT.) Are they being sent back to the text to answer a specific question? If so, what kind of question? Is it a question about craft,

structure, integration of knowledge and ideas? Is it a general understanding question? Each read is toward a specific purpose. Students read for a particular purpose based on each “text-dependent question.”

P 274, L279 (Also L277-280) Change, in line 279, “to make the new religion more accessible to non-Jews” to “since the death and resurrection of Christ had transformed the path to salvation. Salvation was now possible through faith in Christ; salvation by works was replaced with salvation by grace, a gift of God. Salvation in Christianity was no longer works based. It was now faith based. This made Christianity accessible to any and all people,” so that the entire sentence reads (beginning in line 277): “As missionaries spread Christianity beyond the Jewish community, they abandoned some Jewish customs, such as dietary laws, since the death and resurrection of Christ had transformed the path to salvation. Salvation was now possible through faith in Christ; salvation by works was replaced with salvation by grace, a gift of God. Salvation in Christianity was now faith based. This made Christianity accessible to any and all people.”

P248, L331: To which question is this line referring when it says “students meet together in groups to discuss *the question*”? Is it the one from lines 316-317? Please clarify in the text. “The question” is a vague reference in this line (331).

P249, L339 – Can students also provide non-linguistic representations? If we want to support ELD, this is something to consider.

P249, L347-349 – Can some visuals be integrated to this lesson so that EL students understand better what they might be writing about in the paragraph frames?

(P259, L577-578 – Let’s make sure this is student driven—that students are allowed to develop the interpretation rather than the teacher.)

P262, L641 - gallery walk – do we have a resource link for teachers to locate the primary-source visuals, text excerpts, and sample evidence analysis chart? Can we provide one if we don’t have one?

P263, L652&653 – Cairo Lesson – do we have a resource link or reference where teachers can find the primary sources noted in lines 653?

P263, L660 – Is this “Effects Paragraph” assignment something teachers are to create or is it something that exists? If it exists, let’s provide source/link or if not, let’s provide a sample document in an appendix so instructors have an idea what this looks like.

P263, L661 – add a comma after the word *reasons* to avoid confusion

P 263, L663 – after “there are also sentence frames “ add the words “***differentiated for students from emerging, expanding, and bridging levels of language proficiency***” before continuing on with “with appropriate academic and disciplinary language to paraphrase....” etc.

p.266, L728 – add “Students are invited to make connections among types of influences they can identify in modern day culture. Students can also be invited to analyze change through compare and contrast—what is the same or different now re: how cultures influence and are influenced by other cultures.”

P266, L 735 – change “As it moved outside of India and became a universal religion, Buddhism changed,” to “As Buddhism moved outside of India and became a universal religion, it changed.” This will help with clarity.

P270, L827-828 – change “The teacher points out” to “The teacher invites students to explore the similarity of the agricultural revolution....”

P271, L839 add the word “the” after the word “from” so that the line reads “never isolated from the outside world”

P282, L1026 – change “and variety” to “of a variety”

P283, L1058 – Third? Third what? Third most northerly belt? Please clarify.

P284, L1079 -

My question: what does this mean?: “read the text again and answer text-dependent questions.” What kind of questions?

My suggestion: Let’s maximize this opportunity by clarifying to instructors, curriculum folk, administrators, or coaches, that these are questions that promote discussion, questions that require inference, questions that require evaluation, or questions that prompt deeper textual analysis. Otherwise, there are many who will interpret this to mean, “Ask students to look for facts and dates in the book in order to fill out the same worksheets they have been filling out for years.” This would be a fast way to kill student interest and engagement. We can’t afford not to be clear or specific in the framework; it would be wise to support improved pedagogy toward improved classroom learning experiences in every way possible.

P286, L1123-1124 Text states, “In the close reading activity, students learn” To which close reading activity is this referring? Unclear.

P288, L1160 – change the spelling of “lead” to “led”

P288, 1164-1166 – and to the end of the sentence that starts “Students examine maps of the Mongol...,” the phrase “with the goals of _____”

P289, L1190-1192 Where can these resources be found?

P289, L1193-1195 Can this work be a springboard for an explanatory essay? Let's integrate as many ideas for CCSS practice opportunities as possible. We want to build student literacy in our content area.

P290, L1209 Change "students with engage with this question" to students **will** engage with this question..."

P292 L1248 – "Accessing the Catalan Atlas reproductions online" –Can we provide teachers with an idea of or link to WHERE online?

P293 L1272-1273 – Clarify *where this activity is found*. What is the resource? Is this found in the UCD project unit? Elsewhere?

P293 L1283-1290 – (Re: "In the Analyzing Perspectives on Calicut and Trade" group activity) Where do teachers locate this lesson (which also has a writing prompt, instructions for evidence use, etc). Is this a suggestion or a posted lesson resource with a source or link? Not clear. Let's clarify.

P298, L1392-1393 - Re: "...using a discussion guide with sentence starters modeling academic language." Can a sample be provided? Many instructors have no idea what is meant by sentence starters modeling academic language as many are unfamiliar with or unclear re: what "academic language" means or includes.

P300, re: First full paragraph: See my comments re: Grade 7 Classroom Example. What are the purposes of these text-dependent questions? What is the goal for having students answer them? Also, what will students do with their "third reading" annotations? It's not indicated here, but needs to be.

P301, L1426 – Awkward phrasing. Revise "in the Americas and the trade circuit scholars call the Atlantic World." Possibly add the word "what" so it reads "In the Americas and what the trade circuit scholars call the Atlantic World..."

P304, L480-1484 – Awkward placement of this section: "Rewriting of this unit also addresses the problem of teaching abstract concepts...." (all the way to the end of line 1484). Very awkward placement. Reconsider placement. (Possibly make it a footnote?)

P310, L1619 - change "in over" to "of"

General suggestion: Include greater reference to or intentional incorporation CCSS standards practice within the framework content and include suggestions, when appropriate, as to how instructors can support standards practice and mastery of CCSS (in RH, WHST, and also Speaking and Listening Standards. If we want to build literacy in all content areas, our frameworks should support this.) For example, in appropriate chapter locations, it could be stated, "students will analyze craft and

structure” or “students are invited to analyze author’s point of view” in a given document. Any pieces we can encourage through integration will support literacy in the HSS classroom.

General suggestion: There is extensive reference to certain resources and no reference to others (here in chapter 7 for example). If we could provide a broad base of resources, it would be helpful to teachers. For example, SHEG’s Reading Like a Historian website also offers excellent resources, including primary source documents for multiple relevant topics, as well as several excellent introductory classroom activities for teaching perspective, sourcing, contextualization, corroboration--generally, reading through a historical lens. Let’s make teachers aware of as many quality resources that are out there so they have a wealth of resources from which they can draw to enrich their instruction.